

CHOOSING THE RIGHT SCHOOL.

HAVE YOU FOUND ONE FOR YOUR BOY OR GIRL?

It's a question that faces many a household just now. A multitude of good schools for all sorts of youngsters—College Education's Effect on Women.

With the advent of September comes every year the problem for parents of school selection. The pleasant holiday at the seashore or in the mountains for them is at an end.

Tom and Dick and May and Jane have got to be packed off to school somewhere, and school begins in September. If the choice of school has not been made it can no longer be delayed. The vast annual crop of American schoolboydom and schoolgirlhood has got to be rounded up and dumped into the educational mill to become the nation's vigor or the nation's chaff, as the case may be.

The military school has grown much in favor of late years for a certain type of boy—the type that is the better for discipline. The business and professional world here in the United States furnish a constant object lesson in the success achieved by men who owe their characteristics of accuracy and thoroughness, their promptness, their attention to detail, down even to the little things in tidiness and neatness of person; their manly, straightforward address and bearing to the discipline of schools of which West Point is the highest type.

The military schools have not only increased in number of late, but have increased even more in thoroughness. Their courses of study have improved and their discipline and general tone have been raised and brought up to broader and firmer standards.

If Tom or Dick be of the type that an enforced orderliness of life will particularly benefit, the military school is good place to start him off in, even if he takes a college or university course afterward. There are plenty of schools that combine the military feature with preparation for college. The boy who takes good advantage of them will enter the college or university in probably much better physical condition and with habits of order and punctuality more firmly rooted than will the boy who is prepared at home, or even who has had the benefit of an ordinary preparatory school.

In these last named schools, however, the plain preparatory, there has come a vast change as compared with the conditions which reigned when men who now are of middle age were schoolboys. It is the athletic sports which have brought about this change—a change that almost amounts to a revolution.

The type of schoolboy turned out to-day by the preparatory schools ready to pass his examinations for college or university is undeniably of firmer physique, if not of moral, fiber than the same type of thirty or thirty-five years ago. The boy who is going wrong through university or college dissipation are materially lessened.

Disipation, late hours, slovenly modes of life are in the past. The great advantage of the preparatory schools is that they have done more to minimize college life excesses within the last twenty-five years than did all the previous and punishments of half a century before.

The world has not stood still in educational any more than it has in other matters. There have been great changes in the last quarter of a century in methods of instruction, a great getting out of ruts and a great drifting away from lines which long existed principally on the sole merit of being mildewed with age. It is a safe wager that the schoolboy athlete of to-day would bowl over the party-faced youth of days gone by in the class room as easily as he would on the field of physical contention.

But all boys are not going to colleges or universities; neither are they all going to military or preparatory schools. For the large group who are going to neither there is a wide choice of schools where a good, solid foundation of working knowledge may be laid. A foundation on which the schoolboy, grown to be a man, may erect a fine structure of reading and broad information if he chooses when his business achievements have won him, perhaps at an early age, the pleasure to do so.

Never were there so many and so good schools of this class as there are to-day—schools that turn out men who have taken their courses equipped with the foundations of an education quite as good as those furnished in times not remote by institutions bearing colorful names as "colleges." There has been, too, a great improvement in the standards of business colleges pure and simple. With the establishment of technical schools in great numbers in which special lines of training are taught, some of the business colleges have somewhat narrowed their fields, and by more concentrated attention have by so much enhanced their value to the student.

As for the specialized line of instruction there is hardly a branch or ramification of business that has not its particular school, turning out graduates who are ready to enter the field of their chosen profession. Other things being equal, are more than apt to have the preference in opportunities for employment.

When the parent's problem involves the sending of girls as well as boys to school it naturally becomes more complicated. The girl feature, however, is in the main much simpler. Except in cases where the girl has given evidence of extraordinary gifts, as in the direction of music or the like, the question narrows itself down to a selection of one of the great numbers of girls' schools and colleges, which are now flourishing prosperously in all the older States of the Union.

The vast increase of late years in the number of girl students is a striking illustration of the educational phenomenon of the day. President J. M. Taylor of Vassar in a recent number of *The World's Work* says that in the year 1919, 100,000 girls went to college, a figure which suggests to the eye a "glacial movement in society."

In the selection of colleges or schools for girls there are certain sweeping generalizations which affect the parent's choice. Religious views, of course, assume an important part in the decision, and there are excellent women's colleges representing all shades of denominational leanings as well as many others where the question of religious preference is as completely eliminated as in many of the universities and colleges.

After the particular religious requirement has been met, then there comes the question of the nature of the instruction. The choice of the one which, all other advantages being equal, promises best for the health of the student. On this subject President Taylor makes some clearing statements.

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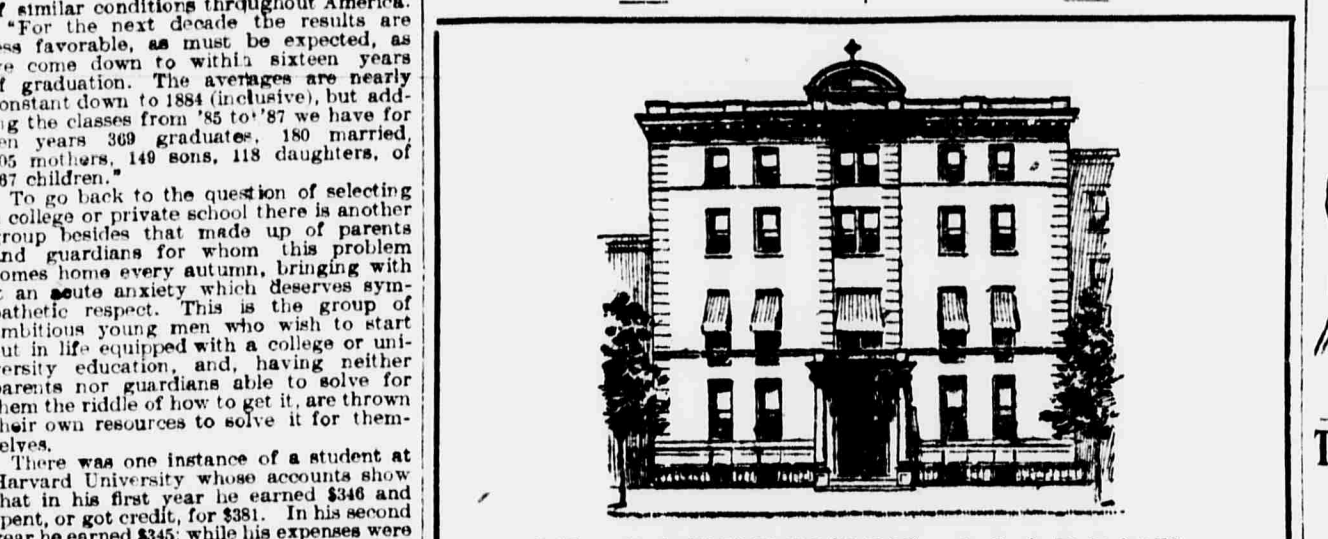
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